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| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT analyze the impact of westward expansion on American history. | 5.1.4.a Analyze the factors of westward expansion, including the rise of industrialization, concept of Manifest Destiny, perceptions of overcrowding, opportunities to acquire land, and the discovery of gold and silver. **(Westward Expansion, Manifest Destiny, discovery of gold, exodusters)**  5.1.4.b Describe the impact of geography and technology on the settlement of the west, such as mining, ranching, lumbering and farming and the environmental consequences. **(consequences of Westward Expansion)**  5.1.4.c Evaluate the impact of westward expansion on Native Americans and their responses to the destruction of the buffalo, military conflicts, and the Dawes Severalty Act (1887). **(Impact on Native Americans, Dawes Severalty Act, property rights, Indian boarding schools)**  5.1.4.d Evaluate the impact of government actions on migration patterns, such as the Homestead Act of 1862, state land grant acts, and the development of the Transcontinental Railroad. **(Westward Expansion, railroads, Homestead Act of 1862)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
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| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * Do you ever want to move away from Baltimore? Why or why not? | |
| **LESSON CYCLE: GO** | **OPENING. (20 min.)**  Do you ever want to move away from Baltimore? Why or why not?  You received a list of words as you came in this morning. Split that list of words into two categories and then title each category. Look up when you are done. Now we are going to look at my lists. Please try to guess the categories I used when I made these categories. Raise your hand when you think you’ve got it. | |
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| **INTRODUCTION OF NEW MATERIAL. (35 min.)** | |
| Students will follow along with a powerpoint about westward expansion. We will start by introducing the unit and then discuss push and pull factors. We will focus on the theme of push and pull factors as we discuss why people moved west. We will then continue and talk about the effects of westward expansion. | |
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| **GUIDED PRACTICE. (15 min.)** | |
| Students will complete a folder pass of the causes and effects of westward expansion. | |
| **INDEPENDENT PRACTICE. (15 min.)** | |
| * Students will complete a picture analysis of the effects of manifest destiny and how technology played a role in westward expansion. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK: Manifest Destiny worksheet** | |
| **REINFORCEMENT** |  | | |